

Gilbert Elementary

314 Main Street
Gilbert, SC 29054

Grades	3-5 Elementary School	
Enrollment	577 Students	
Principal	Tim Oswald	803-892-1000
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	46	20	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Below Average	No

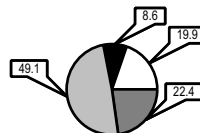
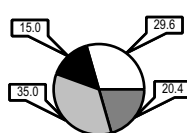
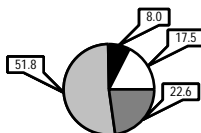
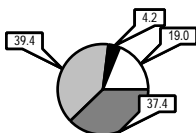
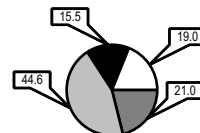
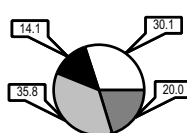
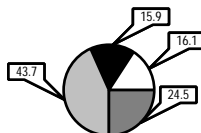
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	578	99.8	18.8	39.5	37.5	4.2	53.6	Yes	Yes
Gender									
Male	275	99.6	25.5	41.1	31.6	1.9	44.9		
Female	303	100.0	12.7	38.0	43.0	6.3	61.6		
Racial/Ethnic Group									
White	507	99.8	16.6	40.0	38.9	4.6	55.7	Yes	Yes
African American	31	100.0	42.9	32.1	25.0	0.0	32.1	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	35.5	35.5	25.8	3.2	38.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	437	100.0	9.7	41.4	43.6	5.4	62.8		
Disabled	141	99.3	46.3	33.8	19.1	0.7	25.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	578	99.8	18.8	39.5	37.5	4.2	53.6		
English Proficiency									
Limited English Proficient	21	100.0	52.9	29.4	11.8	5.9	29.4	I/S	I/S
Non-Limited English Proficient	557	99.8	17.7	39.8	38.3	4.2	54.3		
Socio-Economic Status									
Subsidized meals	265	100.0	28.3	42.6	28.3	0.8	40.2	Yes	Yes
Full-pay meals	312	99.7	11.2	37.0	44.9	6.9	64.4		

Mathematics – State Performance Objective = 36.7%									
All Students	578	100.0	17.5	51.8	22.6	8.0	50.9	Yes	Yes
Gender									
Male	275	100.0	20.1	48.9	21.2	9.8	50.0		
Female	303	100.0	15.1	54.6	23.9	6.3	51.8		
Racial/Ethnic Group									
White	507	100.0	15.7	51.2	24.6	8.5	53.7	Yes	Yes
African American	31	100.0	39.3	50.0	3.6	7.1	28.6	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	25.8	64.5	6.5	3.2	29.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	437	100.0	10.0	54.3	26.0	9.7	60.1		
Disabled	141	100.0	40.1	44.5	12.4	2.9	23.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	578	100.0	17.5	51.8	22.6	8.0	50.9		
English Proficiency									
Limited English Proficient	21	100.0	35.3	64.7	0.0	0.0	23.5	I/S	I/S
Non-Limited English Proficient	557	100.0	16.9	51.4	23.4	8.3	51.8		
Socio-Economic Status									
Subsidized meals	265	100.0	25.4	57.0	13.1	4.5	36.9	Yes	Yes
Full-pay meals	312	100.0	11.2	47.7	30.3	10.9	62.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	578	100.0	29.6	35.0	20.4	15.0	35.4
Gender							
Male	275	100.0	28.8	33.3	20.5	17.4	37.9
Female	303	100.0	30.3	36.6	20.4	12.7	33.1
Racial/Ethnic Group							
White	507	100.0	26.0	35.5	21.9	16.5	38.4
African American	31	100.0	64.3	28.6	3.6	3.6	7.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	54.8	29.0	16.1	0.0	16.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	437	100.0	21.4	36.7	24.1	17.8	41.8
Disabled	141	100.0	54.0	29.9	9.5	6.6	16.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	578	100.0	29.6	35.0	20.4	15.0	35.4
English Proficiency							
Limited English Proficient	21	100.0	70.6	29.4	0.0	0.0	0.0
Non-Limited English Proficient	557	100.0	28.2	35.2	21.1	15.4	36.5
Socio-Economic Status							
Subsidized meals	265	100.0	45.1	34.4	13.9	6.6	20.5
Full-pay meals	312	100.0	17.1	35.5	25.7	21.7	47.4

Social Studies							
All Students	578	100.0	19.9	49.1	22.4	8.6	31.0
Gender							
Male	275	100.0	18.9	49.2	21.6	10.2	31.8
Female	303	100.0	20.8	48.9	23.2	7.0	30.3
Racial/Ethnic Group							
White	507	100.0	18.8	48.3	23.3	9.5	32.9
African American	31	100.0	42.9	46.4	10.7	0.0	10.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	19.4	64.5	16.1	0.0	16.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	437	100.0	13.6	48.7	26.8	10.9	37.7
Disabled	141	100.0	38.7	50.4	9.5	1.5	10.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	578	100.0	19.9	49.1	22.4	8.6	31.0
English Proficiency							
Limited English Proficient	21	100.0	17.6	76.5	5.9	0.0	5.9
Non-Limited English Proficient	557	100.0	20.0	48.2	23.0	8.9	31.8
Socio-Economic Status							
Subsidized meals	265	100.0	27.0	53.7	16.4	2.9	19.3
Full-pay meals	312	100.0	14.1	45.4	27.3	13.2	40.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	170	99.4	15.2	29.9	50.0	4.9	54.9
	4	209	100.0	16.6	36.6	44.9	2.0	46.8
	5	210	100.0	19.6	53.1	25.8	1.4	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	181	100.0	15.7	31.4	44.2	8.7	52.9
	4	180	100.0	22.8	36.5	39.5	1.2	40.7
	5	217	99.5	18.3	48.6	30.3	2.9	33.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	170	99.4	11.6	63.4	20.1	4.9	25.0
	4	209	100.0	14.1	43.9	28.8	13.2	42.0
	5	210	100.0	19.6	50.7	17.2	12.4	29.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	181	100.0	14.5	62.2	18.0	5.2	23.3
	4	180	100.0	15.6	47.3	28.1	9.0	37.1
	5	217	100.0	21.5	46.9	22.0	9.6	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	181	100.0	30.8	42.4	23.3	3.5	26.7
	4	180	100.0	27.5	38.9	16.2	17.4	33.5
	5	217	100.0	30.1	25.8	21.5	22.5	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	181	100.0	18.0	52.3	21.5	8.1	29.7
	4	180	100.0	16.2	52.7	22.2	9.0	31.1
	5	217	100.0	24.4	43.5	23.4	8.6	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 577)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.2%	No change	2.4%	3.0%
Attendance rate	96.5%	Down from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Up from 1.5%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Up from 1.4%	2.6%	3.2%
Eligible for gifted and talented	12.4%	Down from 14.9%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.1%	Up from 12.7%	7.7%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	36.6%	Down from 43.2%	54.5%	52.6%
Continuing contract teachers	78.0%	Down from 97.3%	84.6%	83.3%
Highly qualified teachers	86.5%	Down from 93.8%	93.3%	93.5%
Teachers with emergency or provisional certificates	2.9%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	72.5%	Down from 74.4%	88.4%	87.0%
Teacher attendance rate	96.7%	Up from 95.3%	94.9%	95.0%
Average teacher salary	\$40,817	Down 3.4%	\$42,836	\$41,703
Prof. development days/teacher	13.6 days	Up from 6.5 days	11.8 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.2 to 1	19.8 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 90.8%	90.2%	89.8%
Dollars spent per pupil*	\$7,013	Up 0.9%	\$5,887	\$6,242
Percent of expenditures for teacher salaries*	57.0%	Up from 56.5%	67.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents:

"Our School is Four Walls with Tomorrow Inside." The School Improvement Council, chaired by Gail Provost, and the faculty work diligently to foster a positive learning environment for our children and to prepare our students for the future.

GES continues to see changes in its student population with more students requiring financial aid and arriving with language barriers. With this diversity, we find ourselves challenged to make sure that we meet the needs of children in all grade levels. As a result, we concentrated on improving our own knowledge and teaching skills in 2004-2005.

GES employees furthered their professional growth this year by taking part in the district-supported Balanced Literacy Program. All administrators and many of the English/language arts teachers participated in a year-long course taught by our Literacy Coach, Sandi Jordan. We gained knowledge on research-based best practices in reading, received a variety of professional books, and attended workshops on different techniques to improve students' reading strategies and comprehension skills.

Through our mathematics coach, Heather Price, teachers continued to use Riverdeep software to support mathematics instruction. Mrs. Price and our technology integration specialist, Beth Houck, taught teachers how to integrate technology into the curriculum through Qwizdom Remote Response Systems, laptop computers, LCD projectors and SMART Boards. To support that integration, 100 percent of our staff successfully completed the district's Technology Competency Assessment.

To aid in improving students' academic achievement within the school year, teachers used information provided from the norm-referenced Measures of Academic Progress test. After the fall assessment, teachers had individual conferences with students on their strengths and areas of concern. The students set a mathematics and reading goal for the year and listed strategies that would help them achieve their goals. Teacher and student also set a goal score for the spring test and monitored progress.

Our school and community continued their long-standing tradition of assisting others in a time of need through "A Time to Share: GES to GES." In September of 2004, Geneva Elementary School in Seminole County, Florida, was severely affected by hurricanes Charley and Frances, causing massive destruction to the area. We helped the students of Geneva Elementary by gathering canned goods, clothing, school supplies, bottled water, baby wipes and shoes and delivering them in two separate shipments. Our principal, Mr. Oswald, drove the first collection to the school himself. We included pen pal letters written by our students in these shipments.

For the second consecutive year, Gilbert Elementary was the proud winner of the "Traveling Trophy Award" given by the American Cancer Society to the school that raised the most money for Relay for Life. GES raised \$14,133.44 and was also named the top fundraising team for the entire Lexington Relay. Through the help and support of our PTA, parents, community, district personnel, faculty and staff, we feel confident that we are preparing our students to be productive and conscientious members of society.

Principal, Timothy F. Oswald and School Improvement Council Chair, Gail Provost

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	212	126
Percent satisfied with learning environment	100.0%	93.8%	94.4%
Percent satisfied with social and physical environment	100.0%	92.3%	92.1%
Percent satisfied with school-home relations	97.4%	93.8%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.